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ABSTRACT

This mental health curriculum guide, intended for use with children in grades four through six, further develops the concepts and understandings introduced in the primary grades. The contents of the guide are presented in outline form and cover the family as a social unit, role arrangements in family life, and the construct of personality. For each content area and its sub-divisions fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary information--including further definitions, the process of human reproduction, and the psychology of puberty--which a teacher could incorporate into the lessons at a simplified level. Outcomes of this unit in mental health are given in terms of the student's understanding of interpersonal familial relationships, of increased responsibility for his own personal decisions and behaviors, and of his appreciation of the complex physical, emotional, and social changes one experiences in the process of growing and developing toward adulthood. (SES)

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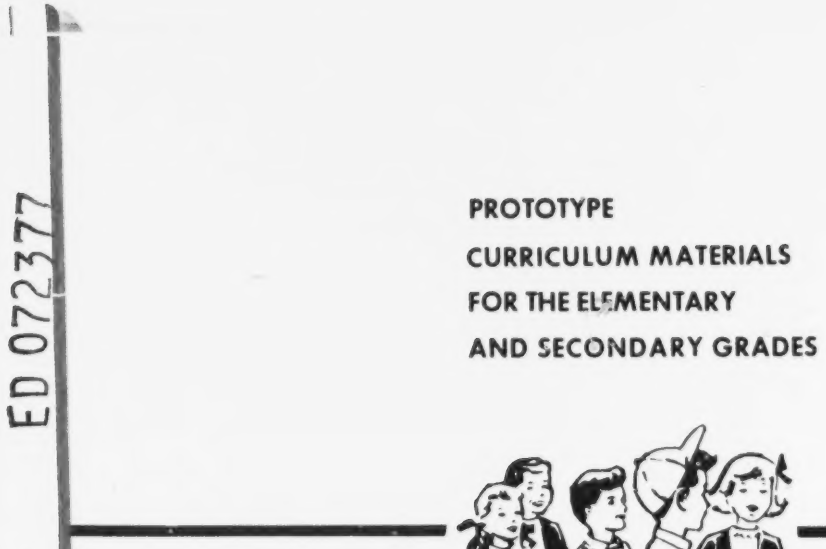
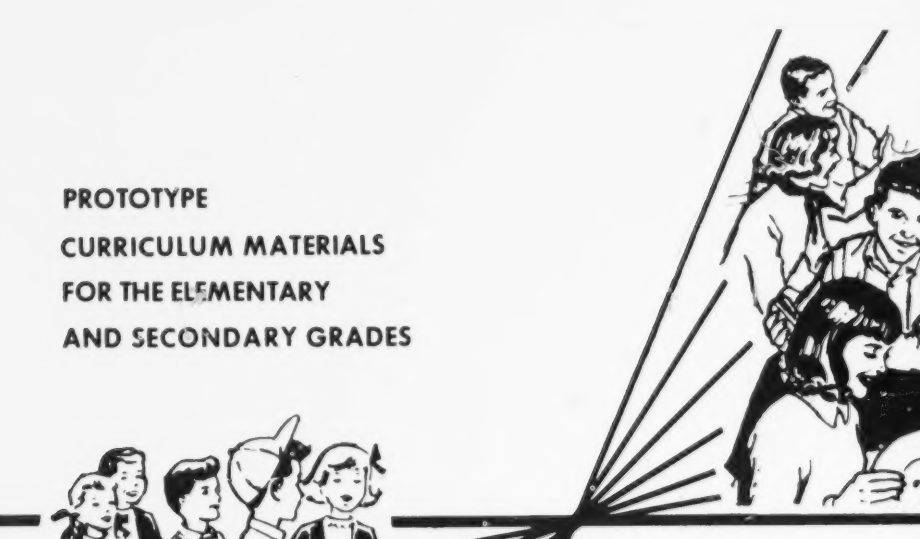
PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES





HEA

# GRADES 4-6

## STRAND III MENTAL HEALTH

### SPECIAL EDITION FOR EVALUATION AND DISCUSSION

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPA
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12

M MATERIALS
MENTARY
DARY GRADES

# HEALTH

## 4-6

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## NTAL HEALTH

## VALUATION AND DISCUSSION

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# HEALTH CURRICULUM MATERIALS

GRADES 4, 5, 6

## STRAND III, MENTAL HEALTH

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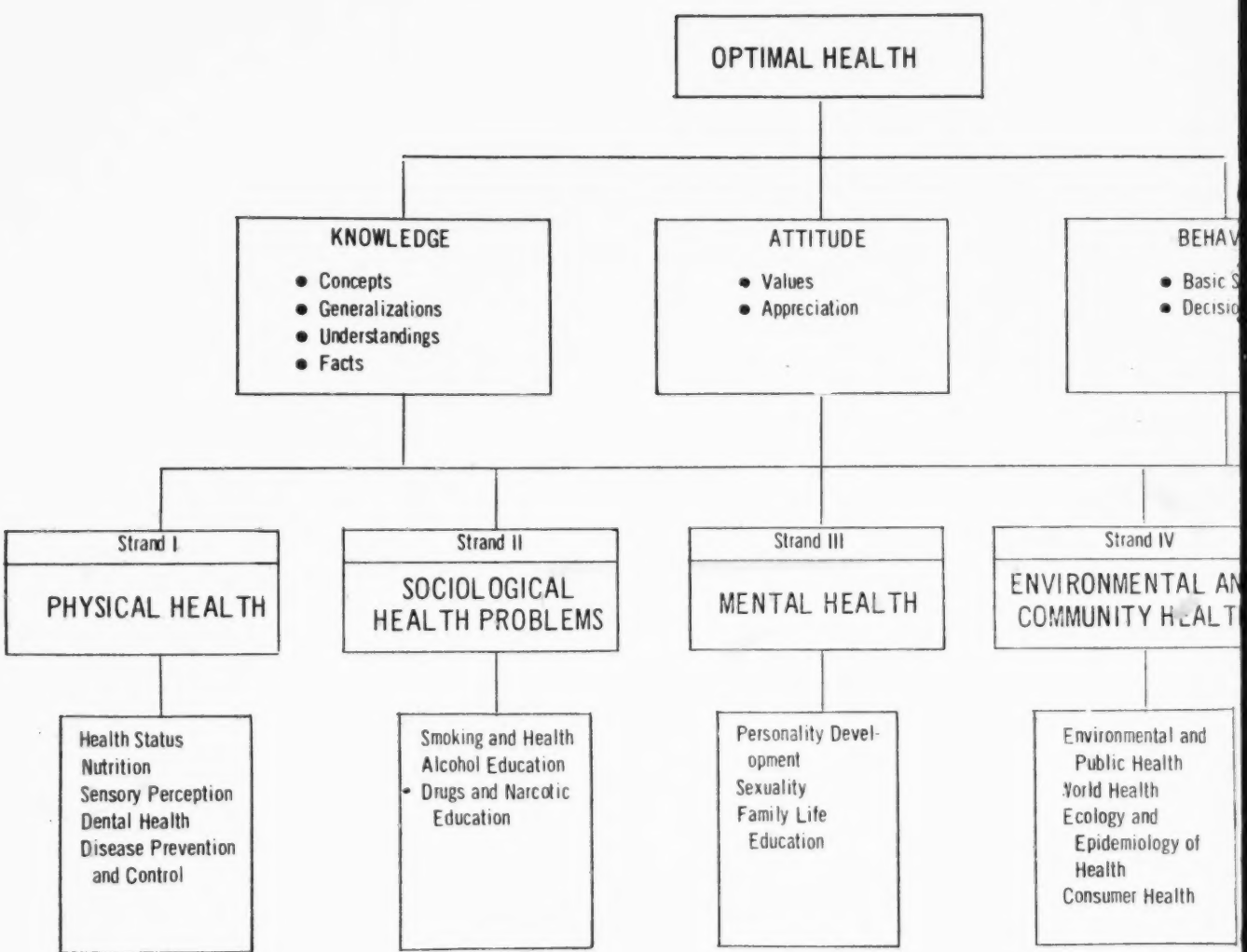
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Strand I
PHYSICAL HEALTH
Strand II
SOCIOLOGICAL HEALTH PROBLEMS
Strand III
MENTAL HEALTH
Strand IV
ENVIRONMENTAL AN
COMMUNITY HEALT
Health Status
Nutrition
Sensory Perception
Dental Health
Disease Prevention and Control
Smoking and Health
Alcohol Education
Drugs and Narcotic Education
Personality Development
Sexuality
Family Life Education
Environmental and Public Health
World Health
Ecology and Epidemiology of Health
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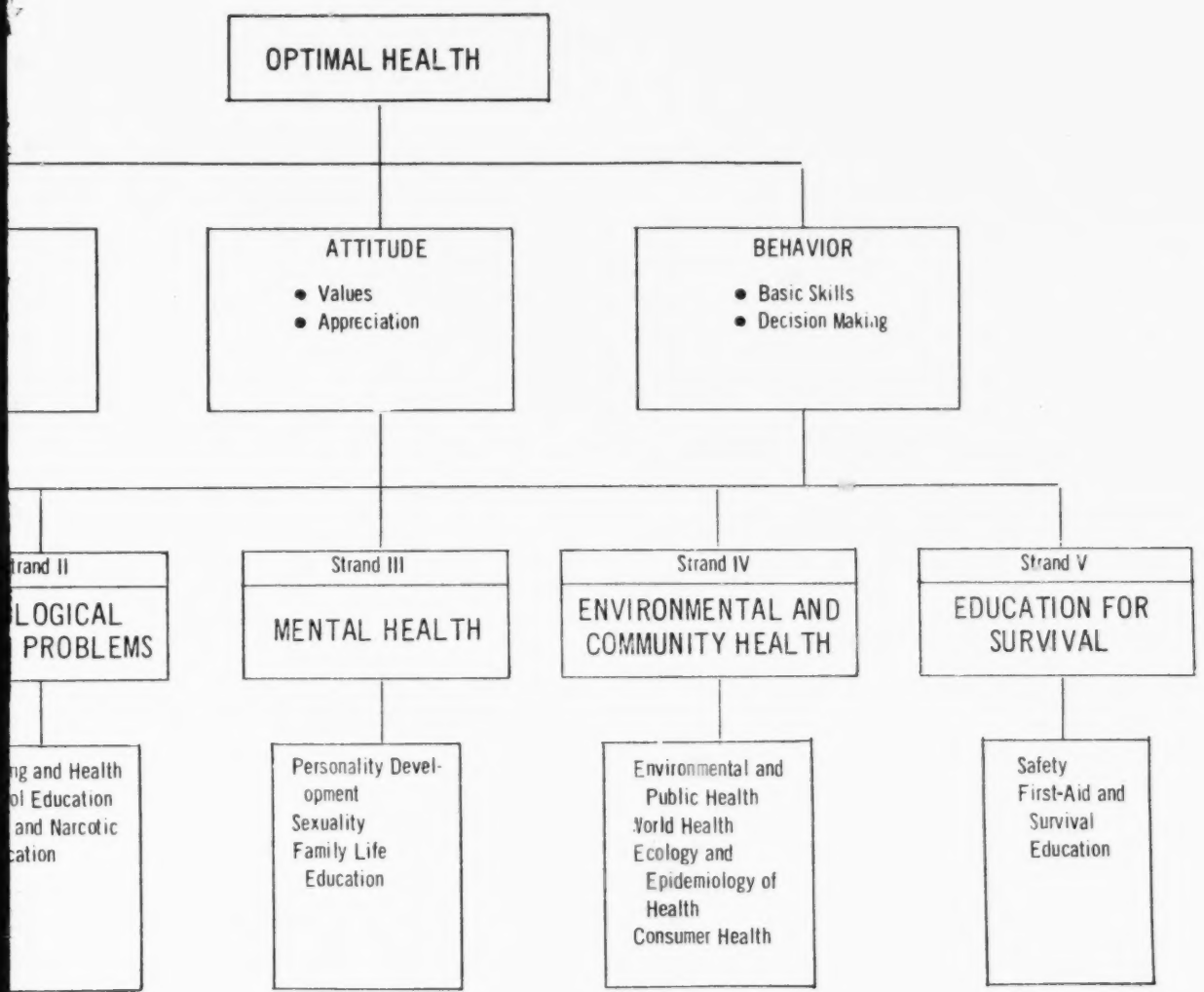
OPTIMAL HEALTH
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• Values
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Strand III
MENTAL HEALTH
Personality Devel-
opment
Sexuality
Family Life
Education
Strand IV
ENVIRONMENTAL AND
COMMUNITY HEALTH
Environmental and
Public Health
World Health
Ecology and
Epidemiology of
Health
Consumer Health
Strand V
EDUCATION FOR
SURVIVAL
Safety
First-Aid and
Survival
Education

STRAND III

MENTAL HEALTH

Grades 4, 5, 6

OVERVIEW

Continued study of the family is important in grades 4, 5, and 6 since it further develops understandings introduced in the primary grades and adds new dimensions to the child's percepti unit.

To capitalize on the child's interest in himself as a growing and changing organism, some to the basic hereditary and environmental forces that make the individual what he is.

A fundamental understanding of the construct of personality is important for the intermedi for ages 9, 10, and 11 are the time when meaningful peer relationships emerge. Furthermore, a of personality is a necessary prelude to the adolescent period, when interpersonal relationship tion are of critical importance.

STRAND III

MENTAL HEALTH

Grades 4, 5, 6

OVERVIEW

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terest in himself as a growing and changing organism, some emphasis is given ental forces that make the individual what he is.

the construct of personality is important for the intermediate grade child, when meaningful peer relationships emerge. Furthermore, a basic understanding e to the adolescent period, when interpersonal relationships and self-evalua-

## MENTAL HEALTH

### OBJECTIVES - 4, 5, 6

Pupils in grades 4, 5, and 6 should:

Show continued growth in self-understanding and self-acceptance.

Develop the understanding that the family provides a setting for multiple relationships that affect the happiness and well-being of its members.

Develop an appreciation of the roles played by family members, and recognize the ways in which these roles change, develop, and interact.

Realize that physical, emotional, and social growth and maturity are interrelated and interdependent.

Be stimulated to assume increasing responsibility for their personal decisions and behaviors, and be aware of the influence of one's behavior on others.

Through increased insight into the needs and behavior of others, begin to display an understanding of the dynamics of human relationships.

Accept and appreciate the complex physical, emotional, and social changes that one experiences in the process of growing and developing toward adulthood.

Develop an appreciation of the wonder of life and the continuous life cycle.

| OUTLINE OF CONTENT | MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPPL |
|---|---|---|---|
| I. Family as a Social Unit | The family is the basic unit of society. | Have the children write a paragraph about "What My Home Means to Me." | The f<br>as:<br>1. th<br>on<br>2. th<br>ma |
| A. Family groups | | Have pupils write a story describing their families and telling about any significant changes in family composition since they were born.<br><br>Have children bring pictures or articles relating to the kinds of care that children need and a family provides. What are some of the outcomes if children do not get such care and protection? | The n<br>sists<br>calle<br>famil<br>mothe |
| 1. Nuclear families | Nuclear groups are the basic family pattern in the United States. | | |
| 2. Extended families | The extended family consists of relatives outside the nuclear group. | Ask pupils to contact their grandparents or persons of their grandparents' generation and give a brief oral report on how the latter's childhood was different from theirs. | Famil<br>1. fa<br>2. mo<br>3. fa<br>4. gr<br>(t<br>5. yo<br>Am |

| MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPPLEMENTARY INFORMATION FOR TEACHERS |
|---|---|---|
| The family is the basic unit of society. | Have the children write a paragraph about "What My Home Means to Me." | <u>The family can be defined as:</u><br>1. the unit into which one is born or adopted<br>2. the unit one creates by marriage |
| Nuclear groups are the basic family pattern in the United States. | Have pupils write a story describing their families and telling about any significant changes in family composition since they were born.<br><br>Have children bring pictures or articles relating to the kinds of care that children need and a family provides. What are some of the outcomes if children do not get such care and protection? | The nuclear family consists of what is commonly called the "immediate" family, the father, mother, and their children. |
| The extended family consists of relatives outside the nuclear group. | Ask pupils to contact their grandparents or persons of their grandparents' generation and give a brief oral report on how the latter's childhood was different from theirs. | <u>Family organization:</u><br>1. father-centered<br>2. mother-centered<br>3. father-mother-centered<br>4. grandparent-centered (traditional, oriental)<br>5. youth-centered (modern American) |

| OUTLINE OF CONTENT | MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | S |
|---|---|---|---|
| | | Ask the children to trace the basic changes in the American family from the colonial period to the present. Compare the changing role of family members and the economic and social role differences of the family in society. Similarities should also be discussed. | S f f R A l |
| | | Contrast how basic needs were met in colonial times with the way they are met now. | 2 3 4 |
| | Individual members of the extended family; i.e., grandparents, may, for different reasons, become a part of the nuclear family. | By a show of hands, determine how many members of your class live in nuclear groups that include members of the extended family. | C v m m e |
| 3. Adoptions | Adopted children share in the love and experience of a family. | | |
| 4. Foster homes | | | S o f s |

| MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPPLEMENTARY INFORMATION FOR TEACHERS |
|---|---|---|
| | Ask the children to trace the basic changes in the American family from the colonial period to the present. Compare the changing role of family members and the economic and social role differences of the family in society. Similarities should also be discussed.<br><br>Contrast how basic needs were met in colonial times with the way they are met now. | See K-3 materials for information on universal family functions.<br><br>Features of the "typical" American family<br>1. emergence of nuclear family concept - loyalty limited to immediate family (father, mother, child or children)<br>2. prolonged dependency on parents<br>3. emergence of democratic family pattern<br>4. courting customs - mate selection |
| Individual members of the extended family; i.e., grandparents, may, for different reasons, become a part of the nuclear family.<br><br>Adopted children share in the love and experience of a family. | By a show of hands, determine how many members of your class live in nuclear groups that include members of the extended family. | Committees can work on various aspects such as medicine, food procurement, food preservation, etc.<br><br>Stress should be placed on the love and security found within that family setting. |

| OUTLINE OF CONTENT | MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | S |
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| B. The role of the family in the community | Every family shares responsibility for making its community a better place in which to live. | List activities families carry out to make the community a desirable place in which to live. | |
| | The family can benefit from programs, services, and facilities in the community. | Make a map of the community and have children draw in various institutions, agencies, supermarkets, firehouses, libraries, parks, and hospitals. | |
| | Total community life is the by-product of the quality of family living within the community. | | |
| C. Family dynamics | | | |
| 1. Government in the family | The family is the setting in which opportunities are provided for each member to grow into a responsible, independent, healthy individual. | Discuss authority in a family in terms of responsibility.<br>1. Who has the authority?<br>2. Why?<br>3. How is authority used?<br>4. How is authority divided or delegated? | E<br>d<br>h<br>v |
| | It is important that all members have the opportunity for responsible self-expression in family affairs. | Discuss whether there should be laws concerned with parents' responsibilities for care and protection of children. Why or why not? What difference does it make to children if care is | |

| R UNDERSTANDINGS AND NDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPPLEMENTARY INFORMATION FOR TEACHERS |
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| family is the setting hich opportunities are ided for each member row into a responsible, pendent, healthy vidual. | Discuss authority in a family in terms of responsibility.<br>1. Who has the authority?<br>2. Why?<br>3. How is authority used?<br>4. How is authority divided or delegated? | Each individual grows and develops more readily when he is treated on an individual basis. |
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| OUTLINE OF CONTENT | MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPPLEMENTARY INFOR FOR TEACHERS |
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| | | inadequate? What difference does it make to society? | |
| | | Role play a family situation in which there is a disagreement over rules. Give examples of rules that are written, rules that are spoken, rules that are understood. | In many families, f rules are written. general, they are u stood, but unwritte this sense, they ma classified as expec |
| | | Debate: "I Have a Right To Do What I Please." | |
| | | Provide for a sociodrama of different situations that illustrate relationships between various family members, such as handling of discipline problems. Discuss alternate ways of responding. | |
| | | Use role playing to illustrate various parental values and judgments in family situations. Provide for a father and mother role and use problem solving in arriving at decisions regarding such relationships. | |
| | | Discuss the benefits pupils receive from parental and teacher | |

| FOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPPLEMENTARY INFORMATION FOR TEACHERS |
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| | inadequate? What difference does it make to society? | |
| | Role play a family situation in which there is a disagreement over rules. Give examples of rules that are written, rules that are spoken, rules that are understood. | In many families, few rules are written. In general, they are understood, but unwritten. In this sense, they may be classified as expectations. |
| | Debate: "I Have a Right To Do What I Please." | |
| | Provide for a sociodrama of different situations that illustrate relationships between various family members, such as handling of discipline problems. Discuss alternate ways of responding. | |
| | Use role playing to illustrate various parental values and judgments in family situations. Provide for a father and mother role and use problem solving in arriving at decisions regarding such relationships. | |
| | Discuss the benefits pupils receive from parental and teacher | |

| OUTLINE OF CONTENT | MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPP |
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| | | discipline. Have the children write a brief essay on the benefits and shortcomings of parental discipline. Anonymous responses may be desired for this activity. | |
| 2. Communication in the nuclear family | Free and open two-way communication between members can increase the effectiveness of the nuclear family group and the extended family. | Describe fictitious situations where family relationships become strained as a result of communications breakdown. | |
| 3. Variations in family patterns | There are similarities and differences in family patterns in our own and other cultures. | Review the common elements in family life regardless of the wide variations of family patterns. What purposes do families serve?<br><br>See K-3 Mental Health materials. | |
| 4. Family activities | There are many activities that all members of a family can participate in and enjoy together. | Have children prepare a display of pictures and souvenirs showing activities in which they have participated, or would like to participate, with their family.<br><br>Have the children list the things a family can do together without spending any money; without | |

| UNDERSTANDINGS AND DAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPPLEMENTARY INFORMATION FOR TEACHERS |
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| OUTLINE OF CONTENT | MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES |
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| | | spending over $1.00 per person.<br><br>Have the children make dioramas of their favorite family activities or of an activity they would like to do with their family. |
| 5. Health of family members | The health of the nuclear family depends on the well-being of each of its members. | Have children discuss how the family is affected during the illness of mother, father, or of any of the children. |
| D. Difference of cultural heritage | | See filmstrips from Encyclopaedia Britannica,<br>1. Families Around the World<br>2. Families of Other Lands.<br><br>Invite to class parents or older students who have visited foreign countries or interesting places in our own country. Have them explain the similarities and differences in home life and family living they have seen.<br><br>Have a party for tasting foods from other countries. |

| UNDERSTANDINGS AND AMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPPLEMENTARY INFORMATION FOR TEACHERS |
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| | Invite to class parents or older students who have visited foreign countries or interesting places in our own country. Have them explain the similarities and differences in home life and family living they have seen.<br><br>Have a party for tasting foods from other countries. | Cultural influences:<br>1. family organization<br>2. customs<br>a. dietary<br>b. dress and appearance<br>c. courtship<br>d. designation of holidays (religious, national, familial)<br>3. attitude toward discipline |

| OUTLINE OF CONTENT | MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPPL |
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| | | Invite an exchange student from a secondary school in your area to explain similarities and differences between family life in the United States and in his country of origin. Stress health practices.<br><br>Have pupils tell the class about their family origins, customs, and practices. | Exten famil munit herit be he that times may h simil or lo their |
| II. Role Arrangements in Family Life | | | |
| A. Maleness and femaleness | | | An app ness a of fem as imp becomi stress be pla unders and ap sensit of one charac our cu typica sex. |
| 1. Heredity | One's sex (maleness or femaleness) is inherited and forms the basis for sexuality throughout life. | | |
| | | Group discussion: In what ways can we expect the behavior of girls | The us sy" or to chi |

| UNDERSTANDINGS AND DAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPPLEMENTARY INFORMATION FOR TEACHERS |
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| | Invite an exchange student from a secondary school in your area to explain similarities and differences between family life in the United States and in his country of origin. Stress health practices.<br><br>Have pupils tell the class about their family origins, customs, and practices. | Extend the concept of family heritage to community or state or national heritage. Students should be helped to understand that families at other times and in other places may have, or may have had, similar feelings of pride or loyalty in relation to their heritage. |
| sex (maleness or ness) is inherited rms the basis for ity throughout life. | | An appreciation of maleness and masculinity and of femaleness and femininity as important aspects of becoming an adult can be stressed. Emphasis should be placed on recognizing, understanding, accepting, and appreciating the sensitivity among members of one's own sex to characteristics which, in our culture, are now typical of the opposite sex. |
| | Group discussion: In what ways can we expect the behavior of girls | The use of the terms "sissy" or "tomboy" to refer to children of one sex who |

| OUTLINE OF CONTENT | MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPPLEM |
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| | | to vary as a result of individual uniqueness? Boys? | exhibit joy act monly charact dren of has a may be some ch |
| | | Discuss how boys differ from girls in behavior.<br><br>Discuss how boys differ from girls in their interests. | Malenes refer t charact for ea though male a female male o |
| 2. Environment | Behavior of males or females is partly determined by heredity, but is largely learned within the family setting. | Discuss the changing roles of male and female in our society. | Masculi refer t havior teristi females culture of beha at birt through has in school |
| 3. Learning sex roles | Individuals learn to be masculine or feminine by emulating significant men and women they know.<br><br>Accepting one's self and taking pride in being | Discuss with the children the males and females they would want to be like when they get older. Ask why.<br><br>Ask the children how they think they could become | Role mo<br>1. fam<br>2. neig mun<br>3. mass<br>4. cha<br>5. pub<br>6. hist |

| ERSTANDINGS AND NTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUPPLEMENTARY INFORMATION FOR TEACHERS |
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| | to vary as a result of individual uniqueness? Boys? | exhibit behaviors or enjoy activities now commonly regarded as being characteristic of children of the opposite sex has a connotation which may be very traumatic to some children. |
| | Discuss how boys differ from girls in behavior.<br><br>Discuss how boys differ from girls in their interests. | Maleness and femaleness refer to biological characteristics unique for each individual. Although boys are mostly male and girls are mostly female, no person is all male or all female. |
| of males or fe-<br>partly de-<br>by heredity,<br>rgely learned<br>e family setting. | Discuss the changing roles of male and female in our society. | Masculinity and femininity refer to patterns of behavior that are characteristic of males or of females in a particular culture. These patterns of behavior are not present at birth, but are learned through experiences one has in his family, his school, and his community. |
| ls learn to be<br>or feminine by<br>significant<br>omen they know. | Discuss with the children the males and females they would want to be like when they get older. Ask why. | Role models<br>1. family members<br>2. neighbors or other community members<br>3. mass media personalities<br>4. characters in literature<br>5. public figures<br>6. historical figures |
| one's self and<br>ide in being | Ask the children how they think they could become | |

| OUTLINE OF CONTENT | MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS | SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES | SUP |
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| | either a boy or a girl is a step toward maturity. | like the person(s) they admire. | |
| B. Role flexibility | It is not always possible to specify interests, leisure activities, and family functions that are distinctly male or distinctly female. | Have class list interests, leisure activities, family functions, and vocations that are engaged in by members of both sexes. | |
| C. Human reproduction | | | |
| 1. Importance of the family | The chances for health, happiness, and well-being of new babies are enhanced when the child is born into a warm, loving family. | | |
| 2. Role of parents | | | Par and Chi gui and Dis in and chi lim and |
| 3. Conception and development of the new baby | When physically mature females produce egg cells, males produce sperm cells, and when these unite, | Invite the school physician or school nurse-teacher to discuss anatomy and physiology | |

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| e chances for health, ppiness, and well- ing of new babies are hanced when the child born into a warm, ving family. | | |
| | | Parenthood is a privilege and a responsibility. Children need care and guidance while they grow and develop.<br><br>Disciplining of the child in an atmosphere of love and kindness helps the child learn standards and limitations set by parents and society. |
| en physically mature males produce egg cells, les produce sperm cells, d when these unite, | Invite the school physician or school nurse-teacher to discuss anatomy and physiology | |

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| | conception occurs. | of the human reproductive organs.<br><br>See appropriate transparencies. | |
| a. conception | Conception is the unification of the sex cells of the parents which creates a new life. | See appropriate film. | Fertili takes p lopian fertili comes i wall of |
| b. gestation | Gestation is the period of time (approximately 9 months) from conception to childbirth when the unborn child grows and develops in the mother's uterus.<br><br>Before birth, the unborn child depends on its mother for everything it needs to grow strong and healthy. | Discuss noticeable changes in mother's body as fetus grows. | Nourish mother from th are exc placenta fusion. system separate |
| | The growth and development from one fertilized egg into a complex human being is one of nature's greatest and most miraculous achievements.<br><br>During pregnancy, it is | Incubate fertilized chicken eggs and observe growth and development. | Develop<br>1. ferti tion)<br>2. impl<br>3. cell feren<br>4. embry<br>5. feta |

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| tion occurs. | of the human reproductive organs.<br><br>See appropriate transparencies. | |
| tion is the unifi- of the sex cells parents which cre- new life. | See appropriate film. | Fertilization usually takes place in the fallopian tubes. The fertilized egg then becomes implanted in the wall of the uterus. |
| on is the period (approximately 9 from conception dbirth when the child grows and s in the mother's | Discuss noticeable changes in mother's body as fetus grows. | Nourishment from the mother and waste products from the developing fetus are exchanged through the placenta by means of diffusion. The circulatory system of the fetus is separate from the mother's. |
| birth, the unborn epends on its for everything it o grow strong and . | | |
| wth and develop- om one fertilized o a complex human s one of nature's t and most miracu- hievements. | Incubate fertilized chicken eggs and observe growth and development. | Development of the fetus:<br>1. fertilization (conception)<br>2. implantation<br>3. cell division and differentiation<br>4. embryonic development<br>5. fetal development |
| pregnancy, it is | | |

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| | important to the health of both the mother and her unborn child that she consult with a competent physician.<br><br>The entire family shares in the joy and anticipation of the birth of the new family member.<br><br>Mothers sometimes tire more easily when they are pregnant and need the understanding, help, and love of others. | |
| 4. The miracle of childbirth | The birth of a child can be a joyous and wonderful event for all concerned. | |

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| rtant to the health oth the mother and unborn child that she ult with a competent ician. | | |
| entire family shares he joy and anticipa- of the birth of the family member. | | |
| ers sometimes tire easily when they are nant and need the rstanding, help, and of others. | | In the female, the reproductive system allows for the conception, development, and safe growth of the fertilized egg cell. |
| birth of a child can joyous and wonderful for all concerned. | | Questions should be answered honestly and within the context of the material presented. Areas of discussion might deal with the differences between the instinctive pairing of animals and the courtship and marriage customs of humans in the Western culture; the development of and appreciation for the complex and wonderful process of a human being resulting from the joining of two specialized cells; the responsibility of the male and female for the human life they have created; |

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| | | | and the n physical, mental ca |
| 5. Multiple births | About one human birth in every 90 produces twins. | Let students collect pictures and clippings concerning multiple birth. Discuss family unit changes which might result when there are twins or other cases of multiple birth.<br><br>Invite twins or the mother of twins to class to discuss what it is like being a twin or the mother of twins.<br><br>Have students write a composition starting with "Oh, If I Had a Twin..." | Identical<br>1. grow f sperm<br>2. result fertil separa parts comple babies<br>3. are al and ha resemb appear<br><br>Fraternal<br>1. result two se cells (resul two eg same t<br>2. are tw separa<br>3. may be or sam<br><br>Triplets, quintuple<br>1. result fertil into 3 or<br>2. occur |

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| | | and the need for its physical, emotional, and mental care. |
| e human birth in produces twins. | Let students collect pictures and clippings concerning multiple birth. Discuss family unit changes which might result when there are twins or other cases of multiple birth.<br><br>Invite twins or the mother of twins to class to discuss what it is like being a twin or the mother of twins.<br><br>Have students write a composition starting with "Oh, If I Had a Twin..." | Identical twins<br>1. grow from union of one sperm and one egg<br>2. result when the fertilized egg cell separates into two parts and forms two completely separate babies<br>3. are always same sex and have strong resemblance in appearance<br><br>Fraternal twins<br>1. result from union of two separate sperm cells and egg cells (result of ovulation - two eggs produced at same time)<br>2. are two completely separate embryos<br>3. may be different sex or same sex<br><br>Triplets, quadruplets, quintuplets<br>1. result from single fertilized egg dividing into 3, 4, or 5 parts or<br>2. occur from more than |

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| | | | tw<br>3. re<br>ti |
| III. Personality | | | |
| A. Concept of personality | | Identify qualities of personality which may not be apparent from outward appearances. | The c<br>self<br>facto<br>his i<br>the f<br>of hi<br>acts<br>of th<br>belie<br>dull, |
| 1. Definition | The personality consists of one's total "self" and his characteristic ways of reacting to life situations. | Ask each class member to list the five characteristics which he most admires in a person. Appoint a committee to prepare a self-rating scale, utilizing the characteristics mentioned most often. Have each pupil use the list as a self-check. | |
| 2. Healthy personality | A healthy personality relates well with others and is able to adjust to the emotional, social, and physical stresses of life. | Suggest that persons tend to react in a positive manner to attitudes of friendliness and courtesy and in a negative manner to expressions of hostility. Instruct students to test this | Behavi<br>habits |

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| | | two fertilized eggs or<br>3. result from a combination of 1 and 2 |
| | Identify qualities of personality which may not be apparent from outward appearances. | The child's concept of self is an important factor in guiding both his immediate behavior and the further development of his personality. He acts consistently in terms of the kind of person he believes he is (bright or dull, capable or clumsy). |
| sonality consists s total "self" and racteristic ways ting to life situa- | Ask each class member to list the five characteristics which he most admires in a person. Appoint a committee to prepare a self-rating scale, utilizing the characteristics mentioned most often. Have each pupil use the list as a self-check. | |
| ny personality re- ell with others able to adjust to tional, social, sical stresses of | Suggest that persons tend to react in a positive manner to attitudes of friendliness and courtesy and in a negative manner to expressions of hostility. Instruct students to test this | Behavior is a complex of habits laid down through |

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| | | hypothesis by recording the initial reactions of people whom they meet throughout the day. | th pe |
| B. Development of personality | | | |
| 1. Influence of environment | The new baby's personality will develop as it experiences the love and affection essential to normal personality development. | Have children who have babies in their families share with the class experiences they have had in eliciting a happy response from the baby. | Ba ar wh |
| | Children develop habits through repetition. Their reaction to others is partially habit. | Discuss specific things children do every day, the reasons they do them, and how this can contribute to the formation of habits. Discuss the way they habitually greet friends when they meet them in school in the morning. | We o te |
| | Throughout our entire life, new experiences affect our personality. | Have children discuss ways in which new experiences changed the way they felt or acted. | |
| | | Have children make up a story about how a new experience changed a fictional character's personality. | |

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| | hypothesis by recording the initial reactions of people whom they meet throughout the day. | the development of the personality. |
| by's personality op as it experi- love and affec- tial to normal y development. | Have children who have babies in their families share with the class experiences they have had in eliciting a happy response from the baby. | Babies, like older children and adults, repeat acts which bring approval. |
| levelop habits petition. Their o others is habit. | Discuss specific things children do every day, the reasons they do them, and how this can contribute to the formation of habits. Discuss the way they habitually greet friends when they meet them in school in the morning. | We develop habitual ways of acting and responding to others. |
| our entire xperiences personality. | Have children discuss ways in which new experiences changed the way they felt or acted. | |
| | Have children make up a story about how a new experience changed a fictional character's personality. | |

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| | Our conception of "good" is determined by the values of our culture and the values of our family. | On a bulletin board, contrast values of two cultures.<br><br>Correlate with a language arts mythology unit. Compare and contrast values shown in Norse and Greek myths. Discuss how the values of the two civilizations are revealed through their myths.<br><br>Compare the values of our democratic society with the values of other societies.<br><br>Open ended discussion (no real conclusion). What does "good" mean? Bring out the point that "good" is a term which relates to a person's understanding of standards based on individual background.<br><br>Teachers may wish to use a sociometric technique to further understand the interpersonal dynamics of their class. |
| | Since inherited traits and life experiences are different for each human | Ask the children to imagine a world in which everyone had the same |

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| nception of "good" ermined by the of our culture e values of our | On a bulletin board, contrast values of two cultures.<br><br>Correlate with a language arts mythology unit. Compare and contrast values shown in Norse and Greek myths. Discuss how the values of the two civilizations are revealed through their myths.<br><br>Compare the values of our democratic society with the values of other societies. | |
| | Open ended discussion (no real conclusion). What does "good" mean? Bring out the point that "good" is a term which relates to a person's understanding of standards based on individual background.<br><br>Teachers may wish to use a sociometric technique to further understand the interpersonal dynamics of their class. | Relate the concept of "good" to our reaction to and evaluation of other people. |
| nherited traits e experiences are nt for each human | Ask the children to imagine a world in which everyone had the same | This should lead to a greater respect for and acceptance of individual |

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| | being, each of our total personalities is different from other personalities. | personality. Through discussion and/or role playing, the children should realize that such a world would be impossible. | pers<br>It i<br>rath<br>ties<br>chal<br>human |
| | What one does with hereditary traits is more important than what one inherits. | Make a list of things children can do. Discuss how they can develop their abilities. Read the biography of a famous person, such as Helen Keller, which illustrates this concept. | |
| 2. Influence of heredity | | | |
| a. body structure | Body structure and function affect individual behavior and one's relationships with others. | | |
| | The newborn receives a share of the inherited characteristics from each parent. | See Strand I - Health Status. | Each<br>his<br>velo |
| | The range of normal growth and development of individuals is influenced by heredity. | Have pupils chart the size, height, and weight of all members of the family. Discuss the personal potential growth in light of the differences or similarities. | This<br>ment<br>cours<br>hered |

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| ing, each of our total rsonalities is different om other personalities. | personality. Through discussion and/or role playing, the children should realize that such a world would be impossible. | personality differences. It is these differences, rather than the similarities, that add diversity, challenge, and interest to human interactions. |
| at one does with hered-ary traits is more im-rtant than what one nerits. | Make a list of things children can do. Discuss how they can develop their abilities. Read the biography of a famous person, such as Helen Keller, which illustrates this concept. | |
| dy structure and func-on affect individual navior and one's re-tionships with others. | | |
| e newborn receives a are of the inherited aracteristics from each rent. | See Strand I - Health Status. | Each individual grows at his own rate (early developers; late developers). |
| e range of normal owth and development of dividuals is influ-ced by heredity. | Have pupils chart the size, height, and weight of all members of the family. Discuss the personal potential growth in light of the differences or similarities. | This growth and development phenomenon is, of course, a function of heredity and environment. |

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| b. physical features | We inherit the color of our skin, hair, and eyes, hair texture, eye shape, and other observable external characteristics that make us unique persons. | Explain in general terms how the hair (color and texture), sex, skin color, eye color, etc., of an individual are determined by heredity. |
| c. intelligence | It is generally agreed that the tendency to achieve a certain level of intelligence is inherited. | |
| d. sensory perception | Visual acuity, range of hearing, sensitivity of touch, ability to perceive odors, and similar attributes appear to be inherited. | |
| e. rate of physical growth | While many factors, such as illness and nutrition, may influence the rate at which our bodies grow, the basic determiner of | Have class discussion about the "Stages of Growth." Include newborn, infancy, childhood, adolescence, |

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| nherit the color of kin, hair, and eyes, texture, eye shape, ther observable ex- l characteristics make us unique ns. | Explain in general terms how the hair (color and texture), sex, skin color, eye color, etc., of an individual are determined by heredity. | The term "genes" may be introduced to identify the hereditary units responsible for the transmission of traits from parent to child. |
| generally agreed the tendency to ve a certain level telligence is in- ed. | | Children should clearly understand that physical features, intelligence, sensory efficiency, and growth rate are essentially inherited attributes but each may be substantially modified by environment. |
| l acuity, range of ng, sensitivity of , ability to per- odors, and similar butes appear to be ited. | | |
| many factors, such lness and nutrition, nfluence the rate ich our bodies grow, asic determiner of | Have class discussion about the "Stages of Growth." Include newborn, infancy, childhood, adolescence, | |

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| | growth potential is inheritance. | adulthood. Discuss the growth changes that take place at each stage, and emphasize the concept that there are variations in time and extent of growth at each stage. |
| f. sex | | |
| C. What characteristics are not inherited | | |
| 1. traits | Personality traits, such as disposition and honesty, are not inherited but are largely the result of family and other environmental influences. | Discuss differences between inherited and acquired characteristics.<br><br>Discuss the reliability of old sayings, such as:<br>1. "Redheads have a terrible temper."<br>2. "Fat people are jolly."<br>3. "Scotsmen are tight."<br>4. "Negroes have a natural rhythm." |
| 2. specific traits | Skills (actual performance), such as playing the piano, are not inherited, but potentialities for learning the skill (aptitude) are.<br><br>All people should have some insight into their own capabilities, strengths, and weaknesses, | Have children list human traits that can be changed.<br><br>Have children evaluate their own schoolwork. |

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| tential is ce. | adulthood. Discuss the growth changes that take place at each stage, and emphasize the concept that there are variations in time and extent of growth at each stage. | |
| | | Acquired characteristics are the result of environment and the interaction of the individual with his environment. |
| ty traits, such ition and are not in- ut are largely t of family and ironmental s. | Discuss differences between inherited and acquired characteristics. | |
| ctual per- , such as he piano, are ited, but po- ies for learn- kill (aptitude) | Discuss the reliability of old sayings, such as:<br>1. "Redheads have a terrible temper."<br>2. "Fat people are jolly."<br>3. "Scotsmen are tight."<br>4. "Negroes have a natural rhythm." | |
| e should have ght into their ilities, , and weaknesses, | Have children list human traits that can be changed.<br><br>Have children evaluate their own schoolwork. | |

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| | and how to use these for further growth. | Have them identify their strengths, weaknesses, and have them discuss what they can do to improve weak areas.<br><br>Have children select an activity to improve a weak area, and help them determine a way to evaluate any improvement |
| D. Basic human needs | A need or drive is a conscious or unconscious desire that arouses activity in people.<br><br>Basic human needs are those whose satisfaction is necessary for man's essential welfare. | Have the children list the kinds of physical care and protection that children need: food, clothing, shelter, etc. What are some of the effects if children don't get such care and protection? |
| 1. Physiological needs | Needs for food, water, and sleep are examples of man's basic physiological needs. | Compare the needs of children being met by parents to the needs of pets being met by children and parents. Contrast the pet's continuing dependency to the child's developing independence. |
| 2. Psycho-social needs | Individuals have psychological and social needs that are considered | |

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| ese for | Have them identify their strengths, weaknesses, and have them discuss what they can do to improve weak areas.<br><br>Have children select an activity to improve a weak area, and help them determine a way to evaluate any improvement. | |
| s a n- t in | | |
| are fac- for elfare. | Have the children list the kinds of physical care and protection that children need: food, clothing, shelter, etc. What are some of the effects if children don't get such care and protection? | |
| ater, mples ysio- | Compare the needs of children being met by parents to the needs of pets being met by children and parents. Contrast the pet's continuing dependency to the child's developing independence. | Different theoretical views of personality vary somewhat in their interpretation of personality needs. Most "need theorists" concur, however, that both physiological and psycho-social |
| psycho- al needs red | | |

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| | basic to their well-being. | |
| a. psychological security | Respecting oneself and being respected by others is a basic psychological need. | |
| b. the need for love | Satisfaction of the need for love includes giving as well as receiving love. | Make lists of things children can do for others.<br><br>Have children discuss why they enjoy doing things for others. |
| c. the need for approval | The need for approval by others is a basic need that may be satisfied in both useful and harmful ways. | Discuss the following: How do we react to a good athlete making a home run; to a poor athlete doing the same? Is there a difference? How will each person be affected by the reaction? Discuss the need for recognition, belonging, and achievement. |

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| o their well-being. | | needs serve to motivate humans. |
| ing oneself and spected by others sic psychological | | The use of individual projects, based on choice and allowing for differences of ability, can lead to increased psychological security.<br><br>The successful completion of a coveted project, followed by praise, gives an individual an inner satisfaction that is important to his growth and development. |
| ction of the need e includes giving as receiving | Make lists of things children can do for others.<br><br>Have children discuss why they enjoy doing things for others. | The feeling of success or failure is often related to what those we love expect of us - parents, siblings, classmates, teachers. |
| d for approval rs is a basic at may be satis- both useful and ways. | Discuss the following: How do we react to a good athlete making a home run; to a poor athlete doing the same? Is there a difference? How will each person be affected by the reaction? Discuss the need for recognition, belonging, and achievement. | Approval is a potent director of behavior. Discuss the need for recognition, belonging, and achievement. |

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| d. the need for independence | As individuals grow, the need for independence increases though the ability to be independent must be learned. | Outline ways in which pupils can demonstrate readiness for independence and get along with their parents at the same time.<br><br>Play a game matching independent acts and the responsibilities prerequisite to the independent acts. |
| e. the need to feel significant | All healthy personalities must have a generally positive feeling toward self, which helps maintain emotional stability in times of frustration, futility, and failure. | Discuss the value of using mistakes for learning rather than as an evaluation of a person's worth. |
| IV. Growing Toward the Teen Years | As the individual grows and develops, he should become more responsible for himself and increasingly more considerate of other people. | |
| A. Development of the physical self | Even though each person has his own unique way of growing, there are growth | See Strand I - Health Status, Grades 4-6. |

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| duals grow, the independence s though the o be independent learned. | Outline ways in which pupils can demonstrate readiness for independence and get along with their parents at the same time.<br><br>Play a game matching independent acts and the responsibilities prerequisite to the independent acts. | Help pupils keep a balance between independent and interdependent activities in order to protect some pupils from excessive group pressure.<br><br>Stress the relationship between responsibility and independence. |
| thy personalities e a generally feeling toward ch helps maintional stability of frustration, and failure. | Discuss the value of using mistakes for learning rather than as an evaluation of a person's worth. | A general positive feeling toward self, or self-appreciation, includes:<br>1. a sense of worth<br>a. being loved<br>b. giving love<br>2. having goals<br>a. short range<br>b. long range<br>3. a sense of personal dignity<br>a. respect for self<br>b. respect for others |
| ndividual grows lops, he should ore responsible elf and in- ly more con- of other people. | | |
| ugh each person own unique way of there are growth | See Strand I - Health Status, Grades 4-6. | A baby usually triples its weight and grows 8 to 10 inches in |

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| | patterns that occur among different age groups. | |
| 1. Major growth periods | | |
| a. infancy and early childhood | During infancy and early childhood, the body grows rapidly. | Have the class read "The Wonderful Human Machine," American Medical Association. |
| b. middle and late childhood | During middle and late childhood, there is a less rapid gain in weight and height, but improvement in coordination and muscular development. | Review the idea that children of this age are able to do many more physical activities than younger children. Have class make a list of physical abilities at each "stage of growth." Use the list and illustrative pictures for a booklet or a bulletin board. |
| c. puberty and adolescence | Adolescence is characterized by the onset of various biological, mental, and emotional changes.<br><br>Puberty initiates the physical changes leading to manhood and womanhood. | |

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| at occur among ge groups. | | its first year.<br><br>Usual social characteristics of growth periods: |
| ncy and early the body grows | Have the class read "The Wonderful Human Machine," American Medical Association. | . infant - interested in himself<br>. early childhood - family is his world |
| le and late there is a gain in weight but improve- rdination and velopment. | Review the idea that children of this age are able to do many more physical activities than younger children. Have class make a list of physical abilities at each "stage of growth." Use the list and illustrative pictures for a booklet or a bulletin board. | . middle and late childhood - interests expand to other boys and girls, usually own sex |
| is charac- he onset of ogical, emotional | | . puberty and adolescence- interests expand to opposite sex as well as own sex |
| iates the nges leading nd womanhood. | | Preadolescents can be prepared to understand the changes that will occur within their bodies in the next few years. |

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| (1) growth rate of boys and girls | Many of the body's growth processes are controlled by endocrine glands, which secrete chemicals known as hormones. | There are many excellent films concerned with growth in boys and girls. Teachers may wish to consider the use of such films at this point. |
| | There may be significant growth rate differences between members of the same sex.<br><br>The rapid growth rate which marks the beginning of puberty begins at different ages in different individuals. | Have the students keep a record of their growth. (Use American Association of Health, Physical Education, and Recreation charts and/or Wetzel Grid.) |
| (2) appearance of secondary sexual characteristics | A girl's body may begin to develop womanly characteristics between the ages of 9 and 11 years, but sometimes these changes will not occur until the late teens. Comparable changes occur approximately 2 years later in boys than in girls. | Review Strand I<br><br>Discuss the secondary sex characteristics that will appear and their significance. |
| (3) menarche | The onset of menstruation is referred to as the | Girls could see filmstrip, Especially for Girls, or |

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| of the body's growth sses are controlled docrine glands, secrete chemicals as hormones. | There are many excellent films concerned with growth in boys and girls. Teachers may wish to consider the use of such films at this point. | The endocrine glands and hormones affect growth and development. Edith Weart's book, The Story of Your Glands, gives explanations about hormones secreted by the glands. |
| may be significant rate differences en members of the sex.<br><br>pid growth rate marks the begin- of puberty begins fferent ages in ent individuals. | Have the students keep a record of their growth. (Use American Association of Health, Physical Education, and Recreation charts and/or Wetzel Grid.) | |
| 's body may begin velop womanly char- istics between the of 9 and 11 years, ometimes these es will not occur the late teens. rable changes occur imately 2 years in boys than in | Review Strand I<br><br>Discuss the secondary sex characteristics that will appear and their significance. | Secondary sex characteristics:<br>1. pubic and body hair<br>2. change in body contours<br>3. enlargement of genitals<br>4. development of breasts<br>5. voice change in boys<br>6. onset of menstruation in girls |
| nset of menstrua- s referred to as the | Girls could see filmstrip, Especially for Girls, or | Although many girls start menstruating in their 12th |

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| | menarche. Menstruation is a normal, periodic process which indicates approaching sexual maturity.<br><br>Menstruation occurs in cycles which vary in length from person to person. | film, It's Wonderful Being A Girl, which deals with menstrual hygiene. | or 13th may be as old |
| (4) changes in the skin and hair | Since glands in the skin become more active in their production of oil and perspiration during the period of rapid growth, proper care of one's hair and skin will help avoid skin blemishes and other discomforts. | Discuss the relationship of diet, sleep, exercise, and cleanliness to complexion.<br><br>Have each pupil keep a chart of his diet, sleep, and exercise for one month. Discuss whether he notices any differences in the way he looks or feels at the end of the month. | The occ not unu growing mones m in the Cloggin to thes sult in comedon which c and for<br><br>The tre cludes diet, e exercis showers cases r a physi |
| 2. Attitudes toward the physically developing self | As boys and girls approach puberty, there is a need for an assessment of their feelings about themselves (and others). | Have pupils tell about themselves through role playing. | |

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| Menstruation l, periodic ich indicates g sexual | film, It's Wonderful Being A Girl, which deals with menstrual hygiene. | or 13th year, the range may be as young as 9 and as old as 18. |
| on occurs in ch vary in m person to | | |
| ls in the skin e active in uction of oil ration during of rapid per care of and skin will skin blemishes iscomforts. | Discuss the relationship of diet, sleep, exercise, and cleanliness to complexion.<br><br>Have each pupil keep a chart of his diet, sleep, and exercise for one month. Discuss whether he notices any differences in the way he looks or feels at the end of the month. | The occurrence of acne is not unusual as part of the growing-up process. Hormones make the oil glands in the skin more active. Clogging of the openings to these glands can result in the formation of comedones (blackheads) which can become infected and form pimples.<br><br>The treatment of acne includes a well-balanced diet, enough sleep, good exercise, and frequent showers or baths. Severe cases require the care of a physician. |
| girls ap- rty, there is an assessment elings about (and others). | Have pupils tell about themselves through role playing. | |

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| | | Discuss situations in which people in gener are likely to feel il ease. |
| | | Discuss ways to put p ple at ease. Have students prepare illustrated scrapbook entitled "All About M or "Mirror of Me." |
| | | Provide opportunities for pupils to work in mixed (boy, girl) grou or teams. |
| | The psychological aspects of puberty are numerous and complex. | Write an essay on "Ho Things Have Changed Since I Was Six." |
| B. The developing social self | | Have the class list re sponses to, "The Trai I Like (or dislike) i a Friend," or "What I Like Best About Boys (or girls)." |

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| | Discuss situations in which people in general are likely to feel ill at ease.<br><br>Discuss ways to put people at ease.<br>Have students prepare an illustrated scrapbook entitled "All About Me" or "Mirror of Me."<br><br>Provide opportunities for pupils to work in mixed (boy, girl) groups or teams. | |
| ological aspects are numerous ex. | Write an essay on "How Things Have Changed Since I Was Six." | Common psychological characteristics of puberal individuals:<br>1. mood fluctuation<br>2. need for approval<br>3. assertion of independence from the adult<br>4. awareness of the opposite sex |
| | Have the class list responses to, "The Traits I Like (or dislike) in a Friend," or "What I Like Best About Boys (or girls)." | Friendships<br>A. Values<br>1. sharing experiences, thoughts, troubles, and good times<br>2. development of social skills<br>3. development of own personality through |

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| | | Write a composition about how it feels to be "new" or "different" in a new neighborhood.<br><br>Keep a "problem box" into which pupils might deposit brief descriptions of problems they have in getting along with people their own age and with members of the family. These may be used as a guide to classroom discussion.<br><br>Have each pupil make a list of "Traits I Like About Myself," "Traits I Would Like To Change." Have them write out a plan of overcoming the undesirable traits. Notice the preponderance of comments concerning physical traits.<br><br>Discuss the "Golden Rule," fairplay, generosity, and kindness. |
| 1. The individual and the group | Each individual affects the groups to which he belongs. | Form committees to develop themes:<br>1. How can one develop more responsibility for his own behavior? In class? At home? |

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| | Write a composition about how it feels to be "new" or "different" in a new neighborhood.<br><br>Keep a "problem box" into which pupils might deposit brief descriptions of problems they have in getting along with people their own age and with members of the family. These may be used as a guide to classroom discussion.<br><br>Have each pupil make a list of "Traits I Like About Myself," "Traits I Would Like To Change." Have them write out a plan of overcoming the undesirable traits. Notice the preponderance of comments concerning physical traits.<br><br>Discuss the "Golden Rule," fairplay, generosity, and kindness. | the need to know and like many different kinds of people.<br>B. Improving relationships with others<br>1. sincere interest in others<br>2. willingness to go out of your way to be friendly and helpful toward others<br>3. overlooking and making allowances for other people's faults or weaknesses<br>4. flexibility to do what others want instead of always trying to have your own way<br>5. sense of humor<br>6. showing you can be trusted; dependabilitv<br>7. open-mindedness - ability to see both sides of a question |
| individual affects groups to which he ngs. | Form committees to develop themes:<br>1. How can one develop more responsibility for his own behavior? In class? At home? | Social needs:<br>1. develop ability to socialize<br>2. develop satisfying friendships<br>3. develop healthy |

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| | | 2. How can one develop more responsibility for the well-being of others? In class? At home?<br>3. How does the way one behaves affect the way parents and other adults act or feel? | pers<br>a. a r<br>b. a r<br>c. e s |
| 2. Peer relationships | One's peers are classmates and associates of approximately the same age. | Have the pupils discuss the fashions, words, dances, or games that are "in" with their peer group.<br><br>List the qualities pupils like in people. Discuss ways these qualities may be developed. Make a list of personal traits that are important. Compare and contrast it with a list of traits that are unimportant. | The prete child es the secu gained b by his p an opport adult ap pupils d for the clothes. |
| | As we move toward the teen years, peer relationships increase in importance, while family influence diminishes. | Discuss organized and unorganized activities in which pupils participate with their friends. | |
| 3. Sexual differences in social development | | Discuss the difference in friendships of the same sex vs. those of | |

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| | 2. How can one develop more responsibility for the well-being of others? In class? At home?<br>3. How does the way one behaves affect the way parents and other adults act or feel? | personality<br>a. accept leader's role<br>b. accept follower's role<br>c. enhance one's sense of security |
| eers are class-d associates of nately the same | Have the pupils discuss the fashions, words, dances, or games that are "in" with their peer group.<br><br>List the qualities pupils like in people. Discuss ways these qualities may be developed. Make a list of personal traits that are important. Compare and contrast it with a list of traits that are unimportant. | The preteen and teenage child especially needs the security that is gained by being accepted by his peers and having an opportunity to receive adult approval. Help pupils develop respect for the person, not the clothes. |
| ove toward the ars, peer rela-ps increase in nce, while influence hes. | Discuss organized and unorganized activities in which pupils participate with their friends.<br><br>Discuss the difference in friendships of the same sex vs. those of | |

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| | | the opposite sex. |
| 4. Relationships within the family | The family provides a setting for multiple relationships that affect the happiness and well-being of its members. | Have a panel or group discussion on the changing role of children in the home as they approach adolescence in terms of their:<br>1. increased responsibilities<br>2. increased independence<br>3. relationship with their parents<br>4. relationship with their brothers and sisters |
| a. relationships with parents | Sometimes the increasing emphasis on peer relationships and the decreasing emphasis on family relationships causes anxiety in parents. | Have each pupil write a composition on "The Kind of Parent I'd Like To Be."<br><br>Discuss why parents want to know where their children are playing after school and who their companions are. |
| b. sibling relationships | As the individual moves toward maturity, it is necessary to develop new relationships with brothers and sisters.<br><br>True courtesy is based upon consideration for others. | Create a situation where members of the class would play the roles of siblings in a conflict.<br><br>Have pupils role play different situations which require introductions and other |

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| | the opposite sex. | |
| rovides a multiple s that af- piness and f its | Have a panel or group discussion on the changing role of children in the home as they approach adolescence in terms of their:<br>1. increased responsibilities<br>2. increased independence<br>3. relationship with their parents<br>4. relationship with their brothers and sisters | |
| e increasing peer rela- d the de- hasis on ionships ty in | Have each pupil write a composition on "The Kind of Parent I'd Like To Be."<br><br>Discuss why parents want to know where their children are playing after school and who their companions are. | |
| idual moves ity, it is develop new s with sisters. | Create a situation where members of the class would play the roles of siblings in a conflict. | Brothers and sisters have conflicts because of:<br>1. age difference<br>2. ability difference<br>3. jealousy<br>4. respecting privacy<br>5. respecting ownership<br>6. division of work<br>7. teasing |
| y is based ration | Have pupils role play different situations which require introductions and other | |

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| | | social courtesies.<br><br>Make cartoons illustrating bad manners. Use this as an introduction to a discussion of good manners.<br><br>Make a list of the qualities which strengthen a family. | |
| C. Emotional development | | Discuss the reasons for such feelings as jealousy toward the new baby, hate, anger, fear, resentment, etc. | Emo beh vel all wel and adj of |
| 1. The nature of emotion | Feelings or forces that energize people's behavior are known as emotions.<br><br>When emotions are experienced, the system is activated in a particular way with accompanying changes in feelings, perception, motivation, and sometimes, in observable behavior. | Discuss why it is sometimes said we learn more from failures or mistakes than from successes.<br><br>Discuss how we feel when we make a mistake and how the attitude of others can affect the way we feel. | Eve per and res sup A c emo 1.<br><br>2. |

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| | social courtesies.<br><br>Make cartoons illustrating bad manners. Use this as an introduction to a discussion of good manners.<br><br>Make a list of the qualities which strengthen a family. | |
| | Discuss the reasons for such feelings as jealousy toward the new baby, hate, anger, fear, resentment, etc. | Emotions are the basis of behavior. We keep developing and adjusting all our lives - it's how well we cope with problems and the ability to keep adjusting that is the mark of maturity. |
| elings or forces that ergize people's behavior are known as otions.<br><br>en emotions are experienced, the system is tivated in a particular y with accompanying anges in feelings, rception, motivation, d sometimes, in servable behavior. | Discuss why it is sometimes said we learn more from failures or mistakes than from successes.<br><br>Discuss how we feel when we make a mistake and how the attitude of others can affect the way we feel. | Every human being is a person of intrinsic worth and dignity. Love and respect for others presupposes love for self.<br>A child grows toward emotional maturity when he:<br>1. learns about his own capabilities, strengths, and weaknesses, and how to best utilize them.<br>2. faces reality - becomes more objective in assessing his own accomplishments and failures. |

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| 2. Commonality of emotions | Emotions are common to all people but ways of expressing these feelings may differ greatly from one person to another. | Discuss the statement, "Life without emotions would be dull and colorless."<br><br>Read Mary O'Neill's Hailstones and Halibut Bones. Discuss how colors are associated with emotions. |
| 3. Origin of emotions | The infant is born with a capacity for certain emotional responses, and, with maturity, the child gains increased capacity for both feeling and expressing feeling.<br><br>Imitation, instruction, and other forms of learning may cause individuals to vary in their expression of emotions in different situations. | Compare the limited number of emotional responses an infant has to those of a child, and discuss the reasons for this.<br><br>Role play tension-arousing situations. Discuss the possible solutions. Discuss different ways different people may react to the same situation and explore the reason for this. |
| 4. Emotional expression | Emotional expression is common to all people, but some have not yet learned to express | Discuss ways in which one can deal constructively with emotions. |

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| | | 3. is eager to try new things but recognizes realistic danger.<br>4. is beginning to conquer fear of failure. |
| otions are common to l people but ways of pressing these feelings y differ greatly from e person to another. | Discuss the statement, "Life without emotions would be dull and colorless."<br><br>Read Mary O'Neill's Hailstones and Halibut Bones. Discuss how colors are associated with emotions. | Many emotional reactions are normal and essential aids to the development of proper behavior patterns. |
| e infant is born with capacity for certain otional responses, and, th maturity, the child ins increased capacity r both feeling and ex- essing feeling.<br><br>itation, instruction, d other forms of learn- g may cause individuals vary in their expres- on of emotions in dif- rent situations. | Compare the limited number of emotional responses an infant has to those of a child, and discuss the reasons for this.<br><br>Role play tension-arousing situations. Discuss the possible solutions. Discuss different ways different people may react to the same situation and explore the reason for this. | The attitudes and behavior of teachers can serve as important stimuli for developing emotional reactions in the child that will enable him to exhibit desirable behavior. |
| otional expression is mmon to all people, some have not yet arned to express | Discuss ways in which one can deal constructively with emotions. | Teachers who engage in emotional outbursts in the classroom should accept the same type of |

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| | feelings in positive, constructive ways.<br><br>In a given situation, there are different ways of thinking, feeling, acting, and reacting. | Write an essay on how emotions can be used constructively. Suggest imaginative titles such as "How a Smile Raked Up the Leaves," or "How Betsy's Tears Cleaned the Street." | be<br>pi<br>ch<br>si<br>ab<br>a<br>ex |
| a. positive release of feeling | Emotional responses that tend to protect or enhance the self or others are considered positive expressions of emotion. | Role play happy situations. Discuss those in which happiness spread to many people. | Hu<br>en<br>em<br>Lo<br>t<br>f<br>t<br>w |
| b. negative or self-defeating responses | Negative emotional reactions may be described as those which are self-defeating or harmful to others. | Discuss instances in which negative emotional responses result from a misunderstanding. Discuss how consideration for others would reduce instances of negative emotional reactions. | |
| | Any given emotion (i.e., anger) may be expressed in either a positive or a negative manner. | List on the board some positive ways to manage emotions, such as anger:<br>1. physical exertion<br>a) athletic activities<br>b) work<br>c) taking a walk<br>2. laughing it off<br>3. talking it out with | An<br>t<br>w<br>c<br>d<br>i<br>s<br>c<br>( |

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| positive, e ways. | Write an essay on how emotions can be used constructively. Suggest imaginative titles such as "How a Smile Raked Up the Leaves," or "How Betsy's Tears Cleaned the Street." | behavior from their pupils. The reasons for a child's emotional expression are no less justifiable than the reasons for a teacher's emotional expression. |
| situation, ifferent ways , feeling, reacting. | | |
| esponses that tect or en- elf or others red positive of emotion. | Role play happy situations. Discuss those in which happiness spread to many people. | Human beings all experience the following basic emotions:<br>Love - an attraction toward others, with affection and concern for them; a good feeling, warm and sincere. |
| otional re- be described ich are self- r harmful to | Discuss instances in which negative emotional responses result from a misunderstanding. Discuss how consideration for others would reduce instances of negative emotional reactions. | |
| motion (i.e., e expressed positive or manner. | List on the board some positive ways to manage emotions, such as anger:<br>1. physical exertion<br>a) athletic activities<br>b) work<br>c) taking a walk<br>2. laughing it off<br>3. talking it out with | Anger - an aggressive attraction towards others with impulse to fight, compete, alter things, defend oneself. Anger is basic, necessary for self-defense. Properly channeled, assertiveness (anger) is the basis |

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| | | a friend, parent, brother, or sister, etc. |
| 5. Effect of emotions on the body | Emotional reactions affect our physical functioning in many ways.<br><br>Digestion is aided by pleasant and relaxing emotional states and is interferred with by annoying tension-producing states. | Have pupils relfect upon ways in which fear can be constructive, protective.<br><br>Discuss ways in which mealtime can be made pleasant and relaxing. List specific ways in which pupils can make a contribution to this kind of atmosphere at home and at school. |

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| | a friend, parent, brother, or sister, etc. | of productive accomplishment. Frustration, jealousy, boredom, laziness may be forms of anger.<br><br>Fear - drawing away from an unknown threatening situation. Unexplained and unrealistic fears can result in inability to act, to face reality, to establish worthwhile relationships. Worry and anxiety in moderate amounts are, however, essential to preplanning. |
| nal reactions af-<br>ur physical func-<br>g in many ways.<br><br>on is aided by<br>at and relaxing<br>nal states and is<br>erred with by an-<br>tension-producing | Have pupils relfect upon ways in which fear can be constructive, protective.<br><br>Discuss ways in which mealtime can be made pleasant and relaxing. List specific ways in which pupils can make a contribution to this kind of atmosphere at home and at school. | Each pupil must understand that happiness, depression, hate, love, fear, anger, and loneliness are normal human emotions.<br><br>Emotions exert a powerful influence upon digestion and other body functions. For example, one may have diarrhea or constipation as a result of an emotional episode.<br><br>Emotional reactions also<br>- cause an increase in blood pressure<br>- cause blushing<br>- prepare the body for |

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| | | | escape from danger or other protective responses<br>- may either reduce or increase one's appetite. |